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The Influence of the Entrepreneurship Subject 4 Curriculum and Seven (7) University of Ciputra Entrepreneurial Spirit towards the Students’ Skills to be Entrepreneurs

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Abstract
In the current situation, the most favorite schools for studying to the graduated high school students are business schools. The students expect to get the business knowledge, skills and practices. However, business schools could develop a curriculum which teaches students to be entrepreneurs that have entrepreneurial spirit to show up their talents in business and either to motivate others in institutional environment. It is needed for the business doers to develop an attractive curriculum to learn business strategies itself. Researchers figure out in changing the students’ mind and reactions to be more critical in learning and applying the business lessons. The curriculum keeps lightening the origins and the nature of mark loan by developing general strategies and tactics to deal with, such as in creating a brand, the packaging, and the price. Using the concept of mark loan, it is to examine how recent development of doing mark loan may be affecting students’ attitudes toward their acknowledgement in business schools. Business schools environment indeed is needed to remain its changes by combining resource-based theory and the business strategies. The influence affect students’ attitudes and beliefs towards the success of entrepreneurship subject 4 curriculum towards the students’ skills to be entrepreneurs.

Keywords: entrepreneurship subject 4, curriculum, entrepreneurial spirit, build-up characteristic

1. Introduction
The Indonesian higher education schools are nowadays trying to give different styles of teaching and learning. The joy of learning has been changed by the monotony of control and standardization. Most of the schools, especially business schools give the best methods which are useful to teach, to assess the effectiveness of their teaching programs and to make research in the field. According to Burrello et. al. (1942, 1) that school is somewhere these kind of students go because they have to. School does not foster their learning, nor does it challenge them to become independent workers or active citizens. This perception makes this paper is deserved to be shared to all readers concerned with the education going on in this country, especially for those who teach and/or taught business knowledge.

There are many business schools as the options for the students today to learn not only from inside of the school but also they must learn how to respond to social, economic, and technological situations that are simultaneously new and rapidly changing. Schools, again stated by Burrello et. al. (1942, 2), are not providing students with what they need to know and do in ways that are motivating or inspiring to learners minds grappling with dynamic social conditions. Students’ personalities and society collectivities are being concerned to prepare students for life in the future.

Many business schools, nowadays, initiative trigger a number of activities at the business unit level as the implications of a strategic initiative are explored and developed across different functional units. These activities become a brief review of the traditional approaches and educational tools, such as lecturers and businesses planning, to teach what is called entrepreneurship at university level or higher education schools. These are few examples in which business
schools experience in increasing number of corporate change initiatives. Business schools should prepare the students to face the intended and unintended results of corporate change initiatives. In the current case, business schools become the most favorite schools for studying by the graduated high school students. The students’ expectation towards these kinds of schools is big. They expect to get the business knowledge, skills and practices.

By many accounts the business school curriculum experiences the restrictive sense of methods in relation to pedagogical dimension. To have strong competitive advantage in business schools, social constructionist can aid the understanding of entrepreneurial practices that facilitate analysis of the interrelationship between individual acts of entrepreneurial agency and the cultural, social and opportunity structural environment in activities produced.

Despite these thoughts, for credibility in many colleges of business, the curriculum design appears to be struggling. The position of curriculum of a subject has wrinkled to the point that this discipline is higher than human resource. In terms of perceptions in the curriculum and its importance, this situation affects the changing of human thoughts of being entrepreneurs.

At the same time, however, there is a somewhat paradoxical set of trends occurring within the business schools and/or the university which provides business curriculum. In the sections that follow, it equips an explanation first about the concept of the entrepreneurship 4 curriculum which is able to examine changes in the broader environment of business schools and how they may be affecting student attitudes and beliefs. However, the situation faced by the students is being lost legitimacy to show up their talents in business and either to motivate others in institutional environment. That is why, it is needed for the business doers to develop an attractive business school curriculum to learn not only the behavioral factors but also the business strategies itself. Second, this paper also offers suggestions for strengthening the effectiveness of entrepreneurs’ characteristics in business schools by using information about how to be successful entrepreneurs. The information is combined with theories of attitude change and persuasion. What becomes apparent is a model of teaching as bricolage, an improvisation grounded in knowledge of the organizational field. Finally, it will be discussed the influence between entrepreneurship subject 4 and seven (7) entrepreneurs characteristics within highlight the students’ skills to be entrepreneurs.

2. Entrepreneurship in University Environment

Using the concept of the entrepreneurship 4 curriculum to examine how recent development in the institutional environment of business schools may be affecting student attitudes toward the entrepreneurship subject in business schools. A number ways in which recognition of changing logical in the organizational field, combined with a model of teaching as entrepreneurs, might be used to enhance the effectiveness of behavioral sciences institution in business schools. In a development country like Indonesia, the term of entrepreneurs known as entrepreneurship.

Generally, according to Chandra (2007) the spirit of entrepreneurship in Indonesia is still classified as low. This concern have been explained by Ciputra in Kompas, on October 6, 2007, that this country only had 0.18% entrepreneur or thought 400,000 entrepreneurs, far below the other country. Ir. Ciputra in fact suggested that various sides supported the realization of the National to produce Entrepreneur Movement. The logic to be an entrepreneur has been explained in Rich Dad Poor Dad book of Robert Kiyosaki and the other writers from outside and domestic. However, logic that could be used when someone is interested to become an entrepreneur is still not all that received attention.

More advanced a country is more people who are educated, and many also the unemployed persons, then increasingly the
feeling of having a business is the importance of the world of the businessman. The development will more be successful if supported by entrepreneurs that could open employment opportunities because the government capacity is very limited. The government cannot work on all of the aspects of the development because a large number of budgets needed the personnel, and the supervision.

Therefore, the businessman is the potential for the development, both in the number and in the quality of the businessman individually. Now, this world faces the reality that the number Indonesian entrepreneurs are still a little and their quality still could not say great, so as the problem of the development of Indonesian entrepreneurs is the urgent problem for the success of the development. Where, each effort which is done, in fact by those who are successful, always begins with the existence of the spirit of entrepreneurship.

The entrepreneur is someone who has the creative capacity that could produce ideas and apply so as to become something that is useful and beneficial. Several benefits of the existence of the businessman are in parts: First, increase the manpower capacity, so it is to be able to reduce the unemployment. Second, try to educate his subordinate to the independent person, discipline, and diligent faced the work. Third, give the example how entrepreneur must work hard, by not forgetting religious orders. Fourth, to the example for the community's other member, because a businessman lives not to cause a loss to the other person. Fifth, the life efficiently, is not extravagant and not wasteful.

The definition that is best from the entrepreneur is: Entrepreneurship is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich-Peters, 1995). Meaning that entrepreneurship is the process of creating something in other by using time and the activity in accompanied capital and the risk as well as accepted the recompense and satisfaction as well as the personal freedom.

According to the UC team's opinion (2006), the characteristics of the businessman (entrepreneur’s characteristics) must be had by a businessman. There are 7 characteristics in part: First, passion means that having the enthusiasm and the upper love for what is going to be done. Second, independent means that could act in a high-handed way, without depending to the other person in determining the choice and decision making. Third, market sensitivity means that is sensitive to the situation and the condition for the market so as to be able to make use of each opportunity that emerges, in fact creates the opportunity. Fourth, creative & innovative means that having the big curious feeling, the imagination power that is strong, could show the original idea and bring it. Fifth, calculated risk-taker means that always counts on the possibility of the success and the failure is the implementation of the activity to achieve his aim. An entrepreneur should be able to decide, to continue, and to take a step if the possibility of the failure is not too big. Sixth, high ethical standard means that always refers, pays attention to and resembles considering ethics in decision making and efforts achieved the aim. Seventh, persistent means that determines, is diligent, is not easy to discourage in an effort to achieve his aim.

The examples of having those seven (7) characteristics have been done by all of the students in Ciputra University which is not consisted of only business students but also all departments in this university. Ciputra University has six (6) departments, i.e. International Business Management, Tourism and Hotel Management, Visual Communication Design, Interior Design, Information Technology and Psychology. Ciputra University has its special day to have entrepreneurial day, i.e. on Wednesday. In Indonesian, it is called Reboan. So, all students in all departments and in all batches should take this moment or this day to learn about entrepreneurship.
For the first characteristic is passion. The students are already being examined for knowing their passion in creating a business. At the first time they enter to Ciputra University, they have some tests which one of the tests is to identify their capabilities in entrepreneurship. For the second characteristic is independent. The students firstly, especially when they are in the first semester, are given a challenge to sell something that they are eager to sell. The time given for them is one month. They are freely in choosing the product and in doing the selling. The third is market sensitivity. It is given to the second semester students. They are given how to make a research to the market. Even they are still young, Ciputra University believes that this kind of method can motivate the students to be ready to face the market. The fourth is creative and innovative. In this characteristic, the third semester students are put in a big group of ten to do the real retail. They have to be creative and innovative not only in producing their ideas but also in designing and creating their products to be sold. The fifth is calculated risk-taker. Since the students are in the third semester, they have already learnt how to calculate their retail project. However, when they are in the fourth semester, they are challenged to do bigger project than before. They buy what they want to sell in Jakarta and then they sell it here in Surabaya. The sixth is high ethical standard. The students are also provided by ethics and leadership lessons so that they can behave to others quite well. And the last is persistent. The students are hoped not only can practice the entrepreneurs’ characteristics, nor can do it for good.

3. Research Methodology

3.1 Population and Sample

The population of the study refers to all students who study Entrepreneurship Subject 4 and/or have studied it. To make this study be a real picture of the population, the sample taken should be representative, meaning that it should represent all characteristics available in the population, which includes 40 students (Table 1). According to Arikunto [1], such a number is quite representative or all characteristics in the population can be represented. Adopting descriptive and conclusive technique of study, this study will describe attributes of customer satisfaction in relation to satisfaction to brands product that the students create for their mark loan.

<table>
<thead>
<tr>
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<th>No</th>
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<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>IFT</td>
<td>13</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>PSY</td>
<td>18</td>
<td>6.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>322</td>
<td>TOTAL</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 1. Data of Students taken E4

This study adopts a statistic method of SPPS program version 10.0 [2] to find out the effect of free variable to dependent variable. The variable equation gained from the regression calculation should be statistically tested. The regression finding can be used to predict the dependent variable.

3.2 Data Analysis

The study uses primary data, that is collected through distributing questionnaires with closed questions, and scale measurement of Likert scale (1) representing for very disagree and (5) for strongly agree. Validity constitutes a degree that indicates quality of being valid (Arikunto, 1998). A valid instrument is called valid if it is able to measure what is required. The low or high validity of an instrument will indicate how far the collected data deviates from the illustrated variables. In validity analysis questionnaire test to 38 samples used as shown in the table below.
3.3. Reliability Test

Reliability refers to a concept that an instrument is quite trustworthy to be used for data collection (Arikunto, 1998). A good instrument shall not be tendentious or directing the respondents to choose certain answers. If the data really represents the fact, regardless how many times it is taken, it will give the same result. To measure a reliability rate of an instrument, a consistent internal method is adopted, namely coefficient alpha or known as Cronbach’s Alpha that is counted to estimate the reliability of each scale (variable or observed indicator). The following table shows the result of reliability test using Cronbach’s Alpha coefficient of each item and instrument construction.

### Table 2. Validity Test

<table>
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<th>Research Variables</th>
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<th>Valid</th>
<th>Not Valid</th>
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<tr>
<td>Entrepreneurship Curriculum</td>
<td>4</td>
<td>10</td>
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</tr>
<tr>
<td>Seven (7) UC Entrepreneurs Characteristics</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Students’ Skills to be Entrepreneurs</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: SPSS version 10.0

The reliability is tested with SPSS version 10.00 (Singgih, 2000). An instrument is said reliable if the coefficient value >0.60 (Malhotra, 1999).

4. Implication

Seeing the implication towards education particularly business education is a hope for everybody who spends his or her time studying about it. Nevertheless, it does not happen in University of Ciputra. The students are taught and trained even facilitated to be real business doers. The students work hand-in-hand with the other members to build a good teamwork and to get the target of what they have planned and done. With the facilitating of the lecturers, the students try to feel what and how to be entrepreneurs.

The curriculum that is led the students to become entrepreneurs is designed attractively and interestingly fit with the need of entrepreneurs. The entrepreneurship subject 4 curriculum is one of the other 5 entrepreneurship curriculums which teach the students how to do trading. In trading, the students are enriched with the lesson of branding, packaging, and pricing. The students in University of Ciputra are grouped in one group of five, and then, they have to work together to start their small business.

In addition, the theme of doing trading for this academic year of fourth semester students is Mark Loan. The students get the theory about it and how to do it. In groups, the students decide what products they want to be their products to be marked loan and then they design their own brand, their own packaging, and their own price. Doing this business teaches the students to sell from business to business because they are producers not distributors or suppliers. It is challenging for the students to do and try the real business.

In the first meeting, the students are taught the way to do survey and interview to research the market about the most needs needed by the customers. The facilitators limit the scope of
the things to be produced, i.e., homecare, toiletries, and fashion. The students who are grouped together are the students with the same needs and desire to sell one of the products. That is why it is not too difficult to them to work together getting good selling for the group. In doing mark loan, the students have to decide a product they want to sell and the most important thing is that they have to survey the main producer of the product and make a deal with that producer that the students want to do mark loan towards their product. If it is deal, then it will not take a long time for the students to design their own brand, their own packaging, and decide their own price which is quite cheap compare with the other brands but has a good quality.

For the other first meetings, the students are equipped by the knowledge of branding, packaging, and pricing, also about leadership and ethics. In the leadership lesson, the students are trained to be able to take a decision. This is one of the entrepreneurs’ characteristics.

For the realization, the students are given a month to sell their products to the distributors in all over the area in Surabaya, moreover, some of the students sell in Malang, Blitar, Madiun, and other places in East Java. It is really a good opportunity for the students to be creative entrepreneurs and to be brave to see and meet people selling their products.

Some products that the students sell are tissue, hand soap, detergent, t-shirts, watches, and other things. If the group consist of 5, this group has to get the target profit of Rp 10,000,000,00. So, they are really doing the real business. However, so far, most of the students could not get that target in one month. That is fine as long as the report shown that they do the business. The curriculum team has prepared and given some forms for the students as their agenda doing their selling and will be much easier to see and report their results.

To conclude this chapter, this paper is going to show that the result of the questionnaire analysis does not affect to the students to be entrepreneurs. However, this paper is willing to show that the implication to do a business is quite challenging, attractive, creative, and interestingly. The students have to learn how to decide a product to be sold, how to design the brand & the packaging of their products, and also how to give the price, and last but not least, how to sell it directly to the distributors. It means that they have to see, meet and make a deal with the distributors. All of these activities lead the students to be real entrepreneurs.

5. Conclusion

Enhancing motivation and student-oriented innovations mean that developing broader models of teaching and finding better ways to communicate our research findings to students and practitioners (Hitt, 1997) are among academia’s highest institutional priorities. In this current circumstance, business schools environment indeed is needed to remain its changes by combining resource-based theory and the business strategies. The changes affect students’ attitudes and beliefs towards the success of behavioral sciences in business schools.

The teaching changing in business school or institution, in recent days, should be reformed into something practical, not only theoretical. Students are cleverer to take and think what they want to be. That is why, as facilitators or instructors, the lecturers should also be more creative in designing and delivering the theory of management to the students. This paper has already described about the curriculum environment occurred in Ciputra University in Surabaya, East-Java. All students from all departments in Ciputra University learn entrepreneurship together from 1st semester till 6th semester. All students are taught and trained to be the real entrepreneurs, especially the fourth semester students that learn about trading.

From a strategic university perspective, viewing institutional entrepreneurship as a subset of entrepreneurship broadly defined allows students interested in strategic action and institutions to build on an extensive body of
theorizing and empirical evidence about how entrepreneurship actually works. This existing work provides important insights into how the entrepreneurial process unfolds as well as the nature of entrepreneurs. For institutional theorists, this literature is potentially a rich source of insight, methods and frameworks that may be useful for exploring institutional entrepreneurship. A possible limitation of this approach is that the entrepreneurship literature is dominated by one type of entrepreneurship, namely commercial new venture formation. This form of entrepreneurship overshadows other forms of entrepreneurship such as corporate venturing and social enterprise, leading to an unbalanced view of entrepreneurship even by the field’s own definitions. That is why, Ciputra University as the institutional environment forms their unique formation of entrepreneurships.

It is hoped that this paper will galvanize lecturers or facilitators interested in institutional entrepreneurship to explore the entrepreneurship literature and to begin to work with entrepreneurship lecturers to examine common interests and share ideas. Similarly, it is also hoped that it will create interest among entrepreneurship lecturers or facilitators interested in institutional theory.

To conclude, it is suggested that institutional entrepreneurship is fundamentally a form of entrepreneurship broadly defined. Conversely, entrepreneurship may have important institutional consequences. As institutional theorists have an opportunity to draw upon existing scholarship from the entrepreneurship literature, and pointed to three concepts from this literature that particular value in the study of institutional entrepreneurship. This paper hopefully could bring a belief that connecting institutional theory to these and other ideas from entrepreneurship will make an important contribution to the rapidly developing field of strategic organization.

References


[7]. Ciputra, University Team. 2006. *7 UC Entrepreneurs Characteristic*. Training Center, Universitas Ciputra, Surabaya.


# Questionnaire Form

**TOPIC:** The Influence of the Entrepreneurship Subject 4 Curriculum and Seven (7) University of Ciputra Entrepreneurial Spirit towards the Students’ Skills to be Entrepreneurs

Name: ________________  
NIM: ________________  
Department: ________________  
Semester: ________________

Fill in this questionnaire form honestly and objectively. Your answer will be kept secretly.

For the statements below, give a check (√) in a column:

- 5 means “Strongly Agree”
- 4 means “Agree”
- 3 means “Neutral”
- 2 means “Disagree”
- 1 means “Strongly Disagree”

## I. Entrepreneurship 4 Curriculum

<table>
<thead>
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<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>1</td>
<td>1. Entrepreneurship Subject 4 (E4) Curriculum has a clear lesson objective.</td>
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<tr>
<td>2</td>
<td>2. The material of E4 is structured well.</td>
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<tr>
<td>3</td>
<td>3. E4 Curriculum is useful for the future entrepreneurs.</td>
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<tr>
<td>4</td>
<td>4. The teaching method of E4 is given interestingly.</td>
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</tr>
<tr>
<td>5</td>
<td>5. The teaching techniques of E4 are various.</td>
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<tr>
<td>6</td>
<td>6. The materials given are suitable with the fourth semester students.</td>
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<tr>
<td>7</td>
<td>7. Working with a group of five is challenging for the students of E4.</td>
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<tr>
<td>8</td>
<td>8. Having members from various departments can give a chance to others to</td>
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<td></td>
<td>learn how to be entrepreneurs together.</td>
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<td></td>
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<tr>
<td>9</td>
<td>9. There is a great concept of learning E4</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>10. The examples given in E4 lesson are applicative.</td>
<td></td>
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</table>

## II. Seven (7) UC Entrepreneurs Characteristics

<table>
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<td></td>
<td></td>
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<tr>
<td>10</td>
<td></td>
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</tbody>
</table>
11. Students of E4 are trained to have enthusiasm and love towards what they do.

12. Students of E4 could act alone, without depending to other person in determining the choice and making a decision.

13. Students are sensitive to the situation and the condition for the market.

14. Students are able to make use of each opportunity that emerged, moreover can create the opportunity.

15. Students have the big curious feeling & the imagination power that is strong.

16. Students could show the original idea and bring about it.

17. Students always count on the possibility of the success and the failure in the implementation of the activity to achieve their aims.

18. Students are able to decide to continue to take a step if the possibility of the failure is not too big.

19. Students always refer, pay attention & consider ethics in decision making and efforts achieved the aim.

20. Students determine, are diligent, and are not easy discouraged in an effort to achieve their aims.

## III. Students' Skills to be Entrepreneurs

<table>
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<th></th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>By studying E4 Curriculum, the students will be more than they before.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>After studying E4, the E4 Curriculum needs to be continued.</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>The materials of E4 are good &amp; need to be applied to the next coming students.</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>With through the subject of E4, the students can become entrepreneurs that are smart and skillful in handling their businesses</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>The materials in E4 Curriculum can lead the students to be entrepreneurs.</td>
<td></td>
</tr>
</tbody>
</table>

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*Be a Real Entrepreneur and Have a Brighter Future*